

## Standard 4: People Who Supply Our Food

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Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

1. food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources
2. the role and interdependence of buyers (consumers) and sellers (producers) of goods and services
3. how limits on resources require people to choose what to produce and what to consume

### Sample Topic for Standard 4:

The food chain from the producer (farmer), to the processors and distributors, to you, the consumer; food production, now and long ago

### Suggested Time:

8 weeks

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## Significance of the Topic

In first grade students learned about the use of money to purchase goods and services and about the specialized work that people do to manufacture, transport, and market goods and services. In this unit, students learn about the people who supply our food. These people are a vital link in providing the goods that are necessary for daily life. Students study about different foods and the many people from the farmer to the consumer who are involved in bringing the products to market. The unit is designed to help students develop an appreciation and respect for these people and the work they do. The lesson examines various types of farms, how crops get to market, and the interdependence of food producers, processors, and distributors.

Questions that should regularly be asked of students during this unit are “Why do producers produce the products that they do? What are the benefits? What are the costs? How do they decide what to produce? What skills do the producers need? What are the human, natural, and capital resources used by producers? How have technology and inventions influenced the agriculture industry? What role does transportation play in getting the products to market?” By studying the sequence of events for one food crop as it gets to our table, it is hoped that students will be able to relate that understanding to other products.

Food production from long ago is compared to production today. Students begin to understand the transition of this country from largely a self-sufficient nation to a nation of consumers who are predominately dependent on others to meet their needs. This nation has changed over time from local communities of self-sufficient families to consumers dependent on many other people to supply daily food. Although people have always had to strive to meet their daily needs either directly or indirectly, we are much more interdependent today than our ancestors were. Choices we make regarding resources, production, and distribution more dramatically effect our lives today than in the distant past. The transition of the family unit as farmers to consumers has significantly influenced our way of life and illustrates our interdependence. Studying a food crop and how it is made available for consumers gives students an introductory look at the role California plays today as a leading agricultural state.

Some farm workers still do manual labor even though technology and inventions have strongly influenced the changes in farming and the food industry. The size and sophistication of many farms have increased and the distance of delivering crops to the marketplace has expanded dramatically. Students begin to see both continuity and change in studying about farms and farming over time.

This unit has many links to the content strands of the *History Social-Science Framework*. To develop historical literacy, students compare food production now and long ago. As students compare and contrast the past and the present, they develop an economic

understanding of how scarcity and choice effect the producing of goods for the market. Additional economic concepts that are addressed include interdependency, the use of natural and human resources, producers and consumers, the production of goods and services, and different types of exchange systems.

Active questioning strategies are used as stories are read and students draw conclusions about cause and effect relationships. Geographic awareness is developed as students engage in map studies, identify climate and weather conditions, determine soil conditions, and create geographic features for their farm murals. The lesson also explores the impact of California's geography, natural resources, climate, seasons, and water supply.

Through team work on various projects, students become researchers and learn to use tools such as telephone directories to gather information. Critical thinking skills and problem solving skills are developed as students prepare for the Food Festival Day at the end of the lesson.

**Focus Questions:**

1. What is your favorite food?
2. Where does our food come from?
3. How is food produced, processed into a variety of food products, distributed, and sold to the consumers?
4. How did people get their food long ago?

Note: The reader may wish to refer to the Assessment Section on pages 20-21

**Literacy Links**

A variety of activities are included in the lesson that support and develop reading, writing, listening, and speaking standards. Examples of some of these literacy activities are:

**Reading**

- develop, use, and explain graphic organizers
- develop and explain flow charts
- engage in research using a variety of print and non print material
- reading and listening to literature, poetry, and songs, independently, with partners, and as shared reading using strategies good readers use
- develop and use new content-specific vocabulary
- comprehend fiction and non fiction books and texts
- draw conclusions and determine sequence from information
- identify key words and concepts within sentences
- compare and contrast information
- retell stories and information through storytelling, reader's theater, role play, and visual and performing arts
- make ABC Books

**Writing**

- label pictures, flow charts, and diagrams
- develop written reports
- take notes and record information based on research
- follow written directions
- write captions
- design and write ads, posters, and labels
- write sentences using sentence frames
- ask and write questions that call for inquiry, interpretation, and evaluation
- rewrite sentences into questions
- write letters, riddles, job descriptions
- rewrite songs, poems, stories

**Speaking and Listening**

- communicate on the telephone
- formulate questions and conduct interviews
- present written report
- follow oral directions
- memorize songs, poems
- observe strategies modeled by the teacher, such as, the think aloud process and shared writing

**Suggested Preparations For The Unit:**

- Contact and obtain resources from the *Teacher Resource Guide* from California Foundation for Agriculture in the Classroom and such places as the farm bureau, local and state farms, food processing plants, food distributors, supermarkets, city hall, museums, historical societies, Department of Agriculture (Appendix 10).
- Send the parent letter home. (Appendix 1)
- Check out trade books, pictures, tapes, and videos from the school library, and public library. (See “Recommended Materials List” )
- Arrange for classroom speakers, such as, family member of students who are connected with the agriculture and food industry; district and school cafeteria workers; workers from supermarkets, warehouses, food processing plants, farms, restaurants, health food stores, bakeries; home economics; nurse and doctor.
- Arrange for classroom demonstrations about such things as preserving food, cooking food, tasting food, cooking utensils from long ago and now, gardening tools from long and now.
- Arrange for field trips to such places as supermarket, warehouse, restaurant, farm, museum, historical site, food-processing plant, transportation center.

- Create a “Word Wall” for the unit. Include a list of key words, definitions, sentences using the words in context, and pictures. Everything can be written directly on the Word Wall or on post-it notes, sentence strips, or 3x5 cards. Begin the Word Wall with the word “food.” Add key words to the Word Wall throughout the lesson. Review the words periodically, as a whole group, small group, and individual student activities. A suggested list of vocabulary words is provided (Appendix 2). Also, use the words as reference if you make a class book or individual ABC Books about the “food chain.”

Word Wall Example:			
Word	Definition	Sentence	Picture

### **Recommended Materials to assemble for this unit:**

- Trade books about farming and agriculture (Refer to pages 25-27)
- Local map, California map, globe, supermarket map/directory
- Local telephone directory and yellow pages
- Print and non-print research and reference material, such as magazines, newspapers, brochures, encyclopedias, pictures
- Art prints, catalogs, brochures, or calendars with pictures that depict farming, food, transportation, and food production long ago
- Empty food containers and wrappers with labels
- Classroom museum materials, such as, memorabilia, artifacts, and food preserving equipment (such as canning realia)
- Stamps, paper, and envelopes for letter writing
- Cookbooks
- Markers, crayons, scissors, glue, rulers, string or yarn, pipe cleaners, empty milk cartons
- Food products that can be used for art projects, such as, grains, pasta, cereal

### **Special Notes:**

- Review the Economic Background Information for Teachers (Appendix 11.)
- Read, share, and/or book talk as many topic-related books as possible throughout the unit. Some books are recommended, but there are many more to be considered as listed in the Resource section at the end of this unit.
- Include songs, finger plays, rhymes, and poems about food, workers, and topic related concepts as often as possible throughout the lesson. It is not indicated when to use them. Suggested times would be the beginning or end of an activity. Read *Bread and*

*Jam for Frances* by Russel Hoban the first or second day of the lesson. The book includes delightful songs that Frances sings and would help set the tone for including this type of activity. *Where The Sidewalk Ends*, (Shel Silverstein) has many topic related poems.

- As students create workers for all their projects throughout the lesson, help them learn job titles and job descriptions.

## A Beginning the Topic

### Focus Question: What is your favorite food?

Begin the lesson by telling students about your favorite food. Explain why you like it, special memories about it, favorite recipe(s) with it as an ingredient. Include other things that will interest students, such as, photos of you with your favorite food or a favorite book about your favorite food.

Direct students to write about their favorite food in their journal – why they like it, when they eat it, do they have a special memory about it?

Use the following graphic organizer to record each student's favorite food. If the student responds with a food that has more than one ingredient, help the student identify the key ingredient. Chart the responses on the graphic organizer. (Additional information will be added to this organizer later.)

Example:		
Student's Name	Favorite Food	Key Ingredient
Sally	apple	
Ken	ice cream	milk
Julia	peanut butter	peanuts

Ask each student: "How do you usually get your favorite food?" Add the following heading to the graphic organizer and chart the responses.

Example:	
<u>How I get my favorite food...</u>	
People Who	
Sally	I get it out of the refrigerator
Ken	I go to the ice cream store.

The Food Chain

Introduce the word “depend”. Explain that the class will now do an activity that will illustrate how we depend upon other people to get our food. Write the following sentence frame on the board or chart paper:

**Food Chain Story**

I depend on \_\_\_\_\_ to get \_\_\_\_\_.

\_\_\_\_\_ depends on \_\_\_\_\_

to get \_\_\_\_\_.

Model an example with a student who is willing to provide the words to fill in the frame. Keep repeating the second sentence until the student can no longer think of the next person in the “food chain.”

**Example:**

I depend on my on my Mother to get me strawberries. My Mother depends on the supermarket clerk to get the strawberries. The supermarket clerk depends on the supermarket produce man to get the strawberries. The supermarket produce man depends on the farmer to get the strawberries.

Direct students to complete this sentence for their favorite food. This activity is a good indication of prior knowledge of the “food distribution chain.”

Have students think of whom they wrote about in their sentence frame. Present the following graphic organizer. Ask: “Who are the people we depend on to provide our food?” Chart the responses.

**Example:**People We Depend On to Provide Our FoodPeople We Know

Mother  
Grandmother

People We Don't Know

farmer  
store clerk

What is the location of the Places We Depend On to Provide Our Food?

Display a local map showing streets. Review the features of the map (title, symbol key, local streets, etc.) Ask: “What are some places we depend on to provide our food?” Brainstorm a list of places such as the supermarket, fast food stores, etc. Where are these places located on the map?” Put a dot on the map, with student assistance, to show locations. You may need to check the addresses in a phone book.

Using the Yellow-Pages to Locate Places

Provide as many copies of the local telephone book with yellow pages as possible. Ask: “How do telephone books help us get information?” Show students how to use the yellow pages. Ask: “Can the telephone book help us find the location of people and places we depend on to provide our food? Model some examples.

**Example:**

Teacher asks: “What topic have we been talking about?”  
Student answers: “Food!”  
Teacher says: “Food is a key word. Look it up in the yellow pages.”  
(Help students as needed.)

Discuss the various headings related to food. Locate some of the examples on the map and place a dot on the location. Next to the map make a list of the locations. Tie a string or yarn from the name to the location. Explain to the students that they were being researchers when they used the telephone book to find information. What information did the phone book provide?

Explain that researchers often take notes so that they will remember important information and where they got the information. Begin a class chart, “Researcher’s Notes” form (Appendix 3). Complete the form together as a class activity to insure that students know how to use the form.

**Example:**RESEARCHER’S NOTES**Directions:**

- Look, study, and observe.
- Write and draw what you observed.
- Write questions you have about what you observed.

Name what you are observing: telephone book – Yellow Pages

**Notes:**

- Phone books have key words like dictionaries.
- The phone book helped us learn where the supermarket is located.
- You can learn about places you never knew before in a phone book.



Discuss the importance of knowing how to find information. Ask students if they can give reasons and examples for needing to know how to get information. Indicate that the class used the telephone book to help get information to learn more about the people we depend on for food. Ask students to identify other things that help give information and chart responses:

Things That Help Give Information:

telephone books

encyclopedias

library

internet

people

Continue to add to this chart periodically as you use different reference materials. This will build an understanding of using many resources to gather information, especially when doing research.

Food and Where it Comes From

Explain to students that in this unit we will learn about where food comes from and how food gets to our table. Since most of the students probably indicated that food comes from farms, explain that we will start by learning about farms.

Make a class KWL chart on what students already know about farms and what they want to learn about farms. Chart responses on the KWL chart (Appendix 4). (Fill in the L section of chart showing what students learned during the culminating activities of the unit.)

**B**

**Developing the Topic**

**Focus Question: Where does our food come from?**

Introduce and read *Farming* by Gail Gibbons. Discuss the topics in the book, such as, the seasons, different farm activities, the role of a farmer, the types of chores, the types of buildings, equipment found on a farm, and the types of animals.

Ask students “Why do you think farmers produce the crops they do?” “How do you think they decide what to produce?” “What skills do you think a farmer needs to have?” “What resources does a farmer need?” “What are the benefits of being a farmer?” “What are the costs?”

Share with students the list of California's Top 20 Farm Products (Appendix 5a). If desired, have students brainstorm what they think the Top 20 farm products might be before you show them the list.

Explain to the students that most farms are specialized. They produce one or two main crops or kinds of farm animals. Review the six different types of farms described at the end of *Farming* - dairy farms; egg and poultry farms; grain farms, fruit farms, vegetables farms, and, cattle farms and ranches. Explain that the class will learn more about the six types of farms.

Form six teams (cooperative learning groups). Distribute the word cards for the Kinds of Farming (Appendix 5b) to each group. Have students cut the list apart and use each farm type as a label for the following sorting activity. (Note the category for "Other.")

Distribute a copy of the word cards for California's Top 20 Farm Products (Appendix 5c) to each group. Have students cut the word cards apart. Sort the crops into the different types of farms.

Dairy Farms

Milk and cream

Egg and Poultry Farms

Chickens

Eggs, chicken

Cattle Farms/Ranches

Cattle and Calves

Fruit Farms

Grapes

Almonds

Strawberries

Oranges

Walnuts

Lemons

Vegetable Farms

Lettuce

Tomatoes

Broccoli

Carrots

Garlic

Hay

Grain Farms

Cotton lint

Rice

Other

Nursery products

Flowers and Foliage

Have each team identify which one of the six farms they want to specialize in as a team project.

Ask: "What are the things that need to be done to produce crops or raise animals?" (Note: A detailed list of farming topics is provided in Appendix 6 as teacher background information. The list should be helpful as you guide students in formulating a list of questions.)

Discuss with students the many things a farmer needs to know and do to grow plants and raise animals. Have the students formulate questions they would like to research about their type of farm. Record the questions on a chart named "Key Questions About Farming." Underline the key words in each question. This chart will help give the teams guidance as they do research. As each question is charted ask the students if that question relates to their type of farm.

Explain that after they have done research on their type of farm, each team will make a mural showing things that are needed on their farm to do the necessary work to produce a crop or raise animals. Each mural should include the following:

- background/geographic features
- different types of buildings
- types of farm equipment
- farmer and farm workers
- crops and/or animals

**NOTE: DO NOT BEGIN THE MURALS UNTIL STUDENTS HAVE COMPLETED THE RESEARCH DESCRIBED BELOW.**

Team Research (Note: The research and mural construction activity will take approximately two weeks.) Have each team meet to determine one crop or animal that represents their farm. The teacher needs to give input to guide the decisions based on the resources available. (The bibliography provides a list of suggested books to use.)

The animal farm selections will be quite easy. For example:

- dairy farms – cows (milk and cream)
- egg and poultry farms – eggs and chickens
- cattle farms and ranches - cattle and calves (sheep or pigs)

The crop farms offer more variety:

- grain farms – hay, rice, cotton, wheat
- fruit farms – oranges, lemons, strawberries, almonds, walnuts, grapes
- vegetable farms – lettuce, tomato, broccoli, carrots

#### Writing Letters or Making Telephone Calls to Find Information

Explain that there are many farms in California that could provide us with information. Indicate that it would be helpful to visit and talk directly to farmers who have the same types of farms that we are studying, but that this is not possible. Since we can not go to the different farms, each team will write for information about their products. (Which resources the students contact depend on the results of the teacher's preparation activities before the lesson began. Be prepared with phone numbers and/or addresses. Use local farms as much as possible.)

Direct each team to draft a letter or prepare for a telephone conversation. Encourage students to get ideas from the chart developed earlier, "Key Topics about Farming and the Key Questions." Review letter writing skills and telephone manners. Develop model letter through shared writing. Role play making a telephone call. Make the telephone calls and/or mail the letters as soon as possible.

#### Resource Center

Set up a Resource Center in the classroom made up of a wide variety of print and non-print materials. Refer to the materials list on page 5 for suggestions. Each team will need several

opportunities to have access to the resources for their research. Plan directions for use of the Resource Center. Suggestions include:

1. Use only one item at a time.
2. Take notes about what you are learning and include the source.
3. Follow team and classroom rules.

#### Team Murals:

Once the research is completed, begin work on the team murals. Large sheets of butcher paper work best, but use whatever paper and art medium is available. Students should use tempura paint for the background of their mural. To provide a textured look, you might want to use fruit and vegetable prints (Appendix 14) or sponges. It is recommended that the buildings, farm equipment, animals, and farm workers be made separately as large cut-outs. After arranging them on the mural, glue the items in place on the mural background. The teacher will need to guide each group as they make their mural. Completed murals can be shared at the Food Festival Day during the culmination of the unit.

### **Focus Question: How is food produced, processed into a variety of food products, distributed, and sold to consumers.**

Have students bring food containers to class and set up a display. Choose one as an example and ask about the change that occurred in processing. For example, for a container of strawberry jam ask: “What do you think happened to the strawberries to turn them into jam?” Discuss other examples.

#### From the Farmer to the Market – a Flow Chart

Explain that each team will trace the sequence of a crop or animal from the farm through a food processing plant/factory to the market. However, before the teams choose their food product to trace, we will take several products and work together to determine the steps necessary to process, distribute, and market the product.

Describe and/or read one or more books that illustrate the role of farmers, food processors, and distributors. You may wish to purchase two copies of the book you select so that you can cut it apart and have students practice sequencing the steps on the flow chart. As an alternative, color transparencies or copies of the pages can be effective instructional tools. The following example is based on the book *Make Me a Peanut Butter Sandwich* by Ken Robbins, but any similar book or resource may be used.

Ask students to help identify what they think are the five to six key things that happen to peanuts from the farm to the market. This is an informal discussion. From the book *Make Me a Peanut Butter Sandwich*, read the portion about peanuts. Make a class flow chart about peanuts with at least five to six steps showing the sequence. After the whole class activity, have students work with a partner to complete the peanut flow chart worksheet (Appendix 7A).

For additional review and to help students continue to build their understanding of what happens to food from the farm to the market, share the pictures and/or read portions of a book such as

*Bananas* by George Ancona. After the review, have each student complete the banana flow chart worksheet independently (Appendix 7B).

The story of *The Little Red Hen* is also a good example of processing food and developing a flow chart. Students could read the story independently since they probably already know it and make their own flow chart.

Other recommended books for the flow chart include: *Bread is for Eating* by David and Phillis Gershtator, *The Milk Makers* by Gail Gibbons, *From Wheat to Pasta* by Robert Egan, *What's for Lunch? – Corn* by Pam Robson, and *From Plant to Blue Jeans* by Arthur John L'Hommedieu. (Refer to the Resources section for reference citations.)

### Team Flow Charts

Assist each team in choosing a food product. Again, have the students call or write to the appropriate food company. Most major food companies have an 800 telephone number. By using a variety of resources, have each team create a flow chart that depicts their chosen food product from the farm to the market. Encourage students to be creative and inventive.

A wide variety of materials need to be made available, especially different reference books and encyclopedias. Provide each team with large chart paper and/or plain shelf paper. Require the students to include the workers in their flow chart and at least five to six stages. A time line such as the one that was part of the banana flow chart could also be part of the flow chart project. Suggested flow chart stages are as follows:

Crops/Plants	Animals
1. Planting	1. Baby animals
2. Growing and care of	2. Growing and care of
3. Harvesting	3. Full grown
4. Processing the crop to become food product	4. Processing the animal to become food product
5. Packaging the food product	5. Packaging the food product
6. Transporting to market	6. Transporting to market
7. At the market	7. At the market

### Tour Guides

After the flow charts are made, have each team prepare a script for a tour of the food processing plant/factory. Discuss with the students what usually happens on a tour. Review tours taken by students. Chart key concepts that the students suggest for the tour guide presentation.

Have each team design and make tour guide hats depicting their food processing plant/factory. Encourage the students to do research to help them design an appropriate hat. Hats can be made out of a band of construction paper with a front piece that represents their company and food. Paper plates can also be used as a base for the hat.

**Example:**  
**Key Concepts for the Tour**

1. Give history of the food and the factory.
2. Give history of the owner.
3. Explain the types of jobs the workers have and their titles.
4. Explain what happens to the food as it changes into a food product.
5. Name the food products that can be made from the food crop.
6. Name the ingredients of the various food products and where they come from.
7. Identify the transportation modes that are used to get the products to and from the processing plant.

8. Explain how much is eaten of this food product around the world.

In its own groups, have each student, while wearing the tour guide hat, take a small group of students on a "tour" of their food processing plant/factory using the flow chart and any other appropriate material that is either student produced or obtained as a resource. Keep rotating the groups until everyone has had a tour of all the plants/factories. Determine ahead of time if food samples will be provided or if any type of written information will be passed out, such as an interesting "Did You Know" fact sheet. Use actual resources from food processing plants as examples of the type of information often provided visitors. This presentation can be given to other classrooms or parents, as well as, on the Food Festival Day that will conclude the unit.

What role does Transportation play in getting the products to market?

Discuss the role of the truck driver. Determine if this job provides goods or services. Chart all the ways goods are transported. Add magazine pictures to the chart and/or student work to illustrate modes of transportation. Use their flow charts for reference in determining at what point there is a need for transportation and whom the workers are that provide the service. If transportation was not depicted on the flow charts, ask each team to learn and then report on the distribution needs of their food and food product from the farm to the table.

How has technology changed the agriculture business?

Ask students how they think technology has influenced the agriculture business. Discuss specialized needs, such as refrigerated cars for bananas. Help students understand that various inventions have made it possible for such things as high-speed transportation and refrigeration. What other parts of the industry have been affected by inventions and different technology?

The Supermarket

Discuss the role of a supermarket or grocery store. Review samples of floor maps obtained from local supermarkets. With student input, make a chart of the major parts of a supermarket.

Explain that there are many different types of maps. Try to show examples such as a map of Disneyland or Magic Mountain, a zoo, a museum, or a park. Review the parts of a map - the title, date, and symbol key.

Create six new teams. Each team should have at least one person from each of the former "Farm Teams". This way each new team will have a "specialist" from each of the farms. Have each team work on the design for a supermarket and draw a map to show its floor plan. Each group

could develop such things as display cases for their food products, plus other necessary things for the maps.

Work together to design a rubric for what should be included in their map. Refer to the next page for suggested parts for each map. Each student's name may be listed next to the parts he/she does to help track of individual responsibility. If desired, have students make their maps 3-dimensional. A variety of materials can be used such as empty milk cartons. Pipe cleaners can be used to represent the workers in different areas. Encourage the students to be creative and inventive.

**Example:**

**Suggested Parts of a Supermarket**

- Food sections (Produce, Dairy, Frozen Foods, Bread, etc.)
- check out section
- Loading dock/delivery area
- Cold storage area/other storage areas
- Meat packaging/butcher area
- Bakery
- Pharmacy
- Manager's Office
- Grocery cart storage area
- Parking lot, including handicapped area
- Name of the supermarket
- Title, date, and symbol key for the map

If teams construct 3-D maps, have each student draw a bird's eye view of their 3-D map. The class could first do a whole group example together to help the students understand the assignment.

**Focus Question: How did people get their food long ago?**

*Ox Cart Man*

Introduce and read *Oxcart Man* by Donald Hall. This story is rich in both nouns and verbs. Include pictures or sample artifacts whenever possible to develop the content-rich vocabulary. Discuss the goods he had to sell, how he got each of the goods (grew it/made it), how he got them to market (the customer/consumer), and how the customers might have paid him. Compare his methods to today's methods for getting those same types of goods to the customer and how today's customers might pay for them. Help students to make the following Venn diagram.

**Examples:**

**Modes of Transportation**

**Long Ago**

**Today**

**wagon**

**truck**

**Method of Payment**

*Sarah Morton's Day*

Explain that you are going to read a story about a girl who lived long ago. Encourage the students to think of how people got their food long ago. Introduce and read *Sarah Morton's Day* by Kate Waters. Review the story and pictures with the students. Discuss how people lived long ago. Compare and contrast it to how people live today. Make a class Venn Diagram comparing long ago and today.

<b>Example:</b>		
<b><u>How People Live Today</u></b>	<b><u>Same</u></b>	<b><u>How People Lived Long Ago</u></b>
We wear jeans and shirts		They wore over-garments
We have electric or gas stoves.		They had wood-burning stoves.
People work outside the home		People worked at home.

With partners, students discuss what they think Sarah ate. (See Appendix 8) "Ask where did she get her food? Compare and contrast how Sarah got her food and how we get our food. Create an organizer and chart responses.

<b>Example:</b>	
<b><u>Sarah's Food</u></b> (Appendix 3)	<b><u>How She Got It</u></b>
Carrots	She grew them.

Self-sufficient versus Depending Upon Others

Discuss the concept of being self-sufficient vs. depending on others. Use Sarah's family and the OxCart Man's family as an example of being self-sufficient. Ask student to explain why we probably are not self-sufficient and ways in which some families might still be self-sufficient.

<b>Example:</b>	
<b><u>Self-sufficient Families</u></b>	<b><u>Families Not Self-sufficient</u></b>
They grow their food. They built a table.	They buy their food. They bought a table.

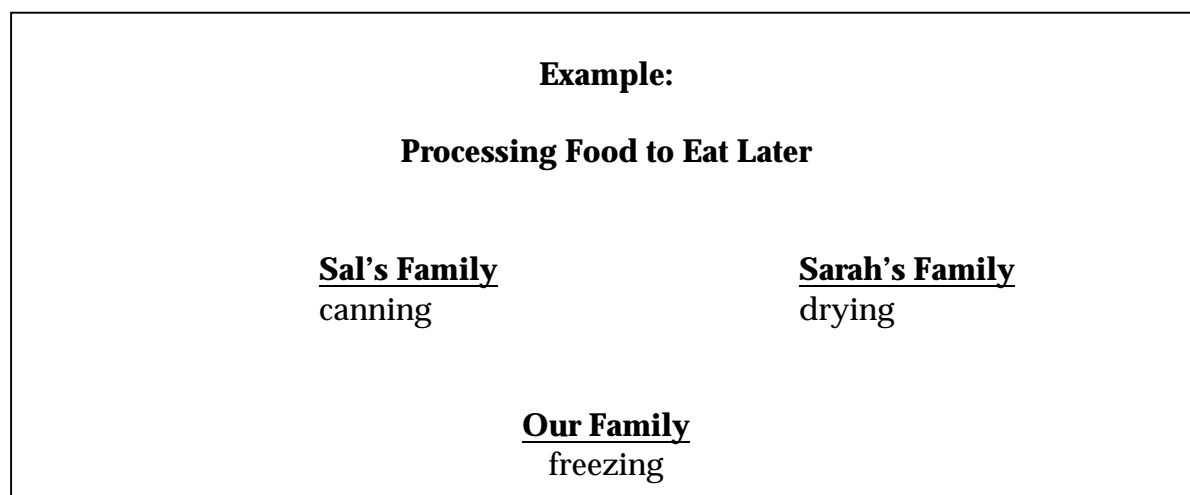


Compare and Contrast

As an assessment, have students write two or three sentences comparing food production long ago to food production today.

Processing or Preserving Food

Introduce and read, using the think aloud process or the “book talk” strategy, *Blueberries For Sal* by Robert McCloskey. Show the inside front cover two page picture spread. Discuss the pictures with the students. Especially discuss and explain what Sal and her mother are doing and why. Refer to the Sarah Morton story. Ask students to explain how they think Sarah’s family probably processed food so they would be able to eat it later. Ask how their family processes food to eat later. Make a Venn diagram of the student responses.

Classroom Demonstration

Demonstrate different methods of processing and preserving food. Invite parent volunteers who responded to the parent letter, and Cafeteria Manager, and/or the District Food Manager to talk about this topic.

Classroom Museum

If possible, establish a Classroom Museum that has a variety of print and non-print resources, such as, memorabilia, antiques, artifacts, realia, and documents. Label objects or classify them in some way, such as an “Exhibit of Old Food Product Labels” or “Tools that Ranchers and Farmers Use.” The museum is not the same as the Resource Center previously described. However, some items from the Resource Center could be used in the museum as well. Students, parents, community contacts, and the teacher can contribute to the museum. Museum guidelines need to be established, such as:

- Ask permission before touching museum objects.
- Use museum objects for research and learning about history.
- Visit the museum during the posted visiting hours.

## C

### Culminating the Topic

The major culminating activity for the unit is a Food Festival Day. However, before beginning the preparations for the Food Festival Day, have students complete several application activities to demonstrate their learning about the people who supply our food.

#### I Am Poem

Write an “I Am Poem” based on a job of your choice in the food chain – such as the farmer’s job or a job in the food processing plant/factory (Appendix 9).

#### ABC Book (Optional Activity)

Make an ABC book based on the content of this lesson.

Complete the “What Did We Learn” section of the KWL chart for “What We Know About Farms”.

#### Food Festival Day

The Food Festival Day will provide an opportunity for students to demonstrate through a variety of activities the content that they have learned. The festival can be conducted for the class or invitations can be extended to others, such as parents, another class, and outside guests. If outside guest are to be invited, a time line needs to be established so that invitations can be sent in advance of the activity. Students need to assume the responsibility of writing and sending invitations and preparing festival publicity.

Establish guidelines for the number of activities each team needs to complete. This will be based on how much time can be spent on this unit, space available to display the activities and exhibits, and available materials. Projects developed during the unit, such as the farm murals, the flow charts, and the supermarket/warehouse maps, should be displayed at the Food Festival.

For the Food Festival, have each farm team develop an exhibit and presentation. The preparation activities that each farm team engages may include:

- role playing people who play a direct or indirect part in their product
- preparing food processing tours using the flow charts
- preparing, growing and harvesting information
- sharing the history of the product/food
- writing job wanted ads
- designing product labels
- creating advertisement posters
- writing food commercials
- writing poems and/songs about their food
- giving a cooking demonstrations

- charting price lists
- sharing the health factors of the food
- creating new food products
- explaining technological influences on their product
- writing a revised Food Chain Story.
- drawing a diagram of a food and label the parts.
- choosing a food related job that they might like to be when they go up.
- studying photos, calendar pictures and/or art prints about the concepts of the topic depicting now and long ago. Each student chooses two pictures and through photoanalysis expresses his/her understanding in a mode of their choice

### **Assessment**

Student assessment will be on-going throughout the unit. The focus questions provide a framework for the evaluation of the lesson. Students will demonstrate their understanding of the content of this lesson in the following ways:

#### **Where does our food come from?**

- use a map of the local community and a local Yellow Pages directory to identify the location of places we depend on for our food
- complete a "Researchers Notes" form for using the Yellow Pages and other types of reference materials
- complete a KWL chart on "What We Know About Farms"
- work as a group to construct a mural depicting one type of farm including a background with geographic features, typical buildings, equipment used, a farmer and farm workers, and crops and/or animals
- write a letter or use the telephone to locate information on the type of farm being researched and for the type of food being processed
- design a map for a supermarket
- make an ABC book based on the content of this lesson (optional)
- participate in the "Food Festival Day" planned by the class

#### **How is food produced. processed into a variety of food products. distributed. and sold to the consumers?**

- create a flowchart to trace the sequence of a crop or animal as it moves through a food processing plant/factory (Appendix 7c and 7d)
- write an "I Am Poem" (Appendix 9) based on a job of their choice in the food chain - such as the farmer's job or a job in the food processing plant/factory.

#### **How did people get their food long ago?**

- write two or three sentences comparing food production long ago to food production today.

### **Farm Mural Rubric**

The farm mural includes:

- a background showing geographic features
- appropriate farm buildings
- types of farm equipment appropriate to the farm
- farmer and farmer workers doing their chores
- crops and/or animals

### Flow Chart Rubric

The flow chart includes:

- evidence of contacting a food company by letter or phone
- illustration of the steps that the food (plant or animal) goes through including packaging and transporting
- workers who are involved with processing and transporting food
- a time line showing the process from farm to market
- a script for a guided tour of the processing plant including the key concepts such as: history of the food and processing plant; information about the owner; types of jobs performed at the processing plant; an explanation of what happens during the food processing; a list of the ingredients of the food products and where they come from; types of transportation used to get the products to and from the processing plant; an explanation of how much this food is consumed around the world

### Supermarket Rubric

The supermarket includes:

- produce, dairy, frozen food, bread, canned goods, and other appropriate sections
- check-out area
- loading dock or delivery area
- cold storage area
- general storage areas
- meat and poultry display
- meat processing/packaging area
- bakery
- manager's office
- grocery cart area
- parking lot, including handicapped parking

### Extended and Correlated Activities

#### Reading Related Books

While students are doing their research and waiting for responses to their letters, read aloud books which develop the key topics and concepts of the unit.

Examples:		
<u>Book</u>	<u>Key Concepts</u>	<u>Activity</u>
<i>The Year At Maple Hill Farm</i> by Alice and Martin Provensen	seasons	Make word webs for each season

What's in the Bag?

Introduce the "What's In The Box/Bag?" activity. Put a canning tool or an old fashion meat grinder in a box. Show the box to the students. Explain that they are to try to guess what is in the box by asking questions that can be answered only by "yes" or "no." Make chart on

What's in the Box/Bag?" activity

Introduce the "What's in the Box/Bag?" activity. Put a canning tool or an old fashioned meat grinder or other type of artifact in a box or a bag. Show the box to the students. Explain that they are to try to guess what is in the box by asking questions that can be answered only by "yes" or "no." Make the following chart and write the responses (Appendix 12).

<b>Example:</b>		
<b><u>What's In The Box?</u></b>		
	<b>Yes</b>	<b>No</b>
Students asks: "Is it metal?"		
Teacher answers and records:	It is metal.	
Students asks: "Can you play with it?"		
Teacher answers and records:		You don't play with it.
Students asks: "What color is it?"		
Teacher says: "All questions need to have a 'yes' or 'no' answer. How could you ask a question about color so that you get a yes or no answer?"		
Students asks: "Does it have more than one color?"		
Teacher answers and records:	It has more than one color.	

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Reading: Have students guess what it is. List the guesses on the board. If the students do not guess the correct answer, show them the item and explain what it is. Indicate that it is a tool used to process food.

Bring several items for this activity. Use students as the recorder and leader. Encourage the students to also bring items for this activity. (Include this activity whenever possible since it is a

good problem solving and critical thinking activity. It also helps develop skills that are good for artifact analysis, another highly recommended activity.)

### Favorite Food

Explain that you have a new book about a mouse who has a favorite food. Show the book to students and have them predict what the mouse's favorite food is and what the story might be about. Read *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood. Stop throughout the story to continually let students predict what the mouse will do next to keep the bear from getting his favorite food. After completing the story, review it with students. Determine if the strawberry was the mouse's favorite food and what he was willing to do to not let the bear get what he wanted. Discuss what the bear's favorite food might be, how bears get food, and why the mouse didn't want the bear to get the strawberry. Ask students if they ever did anything to keep someone else from eating their favorite food or what they did to try to get their favorite food.

### Goods and Services

Define goods and services and add it to the Word Wall. Have students identify items on the chart as either goods or services. Ask for more examples. Use the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst to engage students in an activity about goods and services. Introduce the book by explaining that this is a story about a day in the life of a boy about your age that lives in the present. Direct the students to listen for all the ways the boy, his family and friends use goods and services. If several copies of the book are available, have students work with partners, reread the story, and identify the goods and services. Then chart the student responses or make a word web (cluster).

<u>Goods</u>	<b>Example:</b> <u>Services</u>
gum skateboard sweater car kit cereal code ring cupcakes Hershey bar	Mrs. Gibson driving children to school Mrs. Dickens teaching the students Paul's mother fixing his lunch Dr. Field's finding a cavity Mother driving car  There are also inferred services: Alexander's Mother fixing his lunch

tools and kitchen and cooking utensils from the present and the past such as pumpkins, potatoes, peanuts, and/or lima beans, and prepare butter, bread, applesauce, and/or pickles.

Stores – Now and Long Ago - Students create a store of long ago and today and have students “purchase” items through trading, bartering, and using money as forms of exchange. What difficulties did you have in bartering? Why is money a good form of exchange?

Food Chain - To identify people who help provide our food and to demonstrate the interdependence of consumers, food producers, food processors, and food distributors, each student makes a paper chain which starts with his/her name. Each link on the chain should be labeled with a job title that represents a person the student is dependent on for a particular food.

Food Warehouse Map

When students design a map of a supermarket, have half of the students design a map for a warehouse. Suggested parts of a warehouse map include:

- Cold storage area
- Warm storage area
- Other storage area
- Loading/delivery docks
- Manager's Office
- Parking lot

Creative Dramatics - Students use puppets, paper dolls, and costumes to role play people who made a difference in the food industry in a very unusual or special way.

Food Labels and Packaging - Investigate package labeling by examining three or four products. Conduct a survey of parents and friends to determine if shoppers read labels on packages. Chart responses. What do the labels tell us? Is it important to know what is contained in the product? Why? Students write letters to their congressmen or to the President to express concern/interest about the information, or lack of it, on food labels. Include suggestions for improving or changing the regulations for food labels.

Economic Choices - Students pretend they are the owner of a food processing plant/factory and decide what food product(s) to make for the next 12 months after they learn that a flood has destroyed over half of a key food crop they need at the food processing plant.

Current Events Related to the Unit - If possible, video a section of the nightly news to show weather related problems such as floods, droughts, or windstorms. Have students identify weather and natural disasters that create problems for farmers. Construct a chart showing weather needs for various food crops and animals.

**Resources for the Sample Topic**

Books with an \*\* are strongly recommended and with \* are highly recommended for use with this unit. Refer to the extended bibliography that is available upon request.

- \* Cook, Janet and Bond, Shirley. *Where Food Comes From*. England: Usborne Publishing, Ltd., 1989. ISBN 0-7460-0280-7 (paperback.) This book describes all the things that happen to food before it reaches your table. It shows how and where food is grown, how it is canned, frozen or dried, and how it is packaged for sale in stores. You can find out how the fizz gets into lemonade, how a crisp starts life, what turns milk into yogurt, and much more. Part of a series for young readers, the book provides information about familiar, everyday things in clear, simple text and bright, detailed illustrations. It helps students understand how food from the farm is processed into the food products we find at the market. More than one copy is highly recommended because students will use it for on-going research.
  
- \*Egan, Robert. *From Wheat to Pasta*. New York: Children's Press, 1997. ISBN 0-516-26069-3 (paperback.) A part of the Changes series, this photo essay book details in words and photographs the steps in making various kinds of pasta from growing and harvesting the wheat through the grinding of the flour to making the dough and shaping the final product.
  
- \*Gershator, David and Phyllis. *Bread is for Eating*. Illustrated by Emma Shaw-Smith. New York: Henry Holt and Company, 1995. ISBN 0-8050-3173-1 (hardback) 0-8050-5798-6 (paperback). Mamita explains how bread is created in a rhythmic song sung in both English and Spanish. Rich, vibrant paintings, reminiscent of Guatemalan folk art, depict a variety of peoples and breads. Colorful symbolic borders surround most of the pages. The stages of making bread include the planing and sprouting of the seed, the farmer, harvester, miller, storekeeper, baker to the consumer.
  
- \*\* Gibbons, Gail. *Farming*. New York: Holiday House, 1988. ISBN 0-8234-0797-7 (paperback.) This book is an introduction to farming and the work done on a farm throughout the four seasons. The text and illustrations are simple and appealing for primary age students. It defines and illustrates six kinds of farms at the end of the book. These are the six farms that are used to determine the six teams of students in their farm mural project. This book is highly recommended for students to use as a resource book for learning about farms. Multiple copies, one for each team, would be useful.
  
- \*Gibbons, Gail. *The Milk Makers*. New York: Aladdin Paperbacks (Simon & Schuster), 1987. ISBN 0-689-71116-6 (paperback.) This interesting, informative book provides details on the stages of milk production from how the cows produce the milk to how it is processed before being delivered to stores. The book is recommended for the flow chart activity.
  
- \*\*Hall, Donald. *Ox-Cart Man*. New York: Viking Penguin, Inc., 1979. ISBN 0-590-42242-1 (paperback). The story of a family who produces food and other hand made products on their



farm long ago and then sells and buys in a town some distance from where they live. It is a good book to use to help students compare and contrast family and farm life from the past to the present. The book also illustrates many of the economic concepts that are addressed in Standard 1 of the History Social Science Framework.

\*L'Hommredieu, Arthur John. *From Plant to Blue Jeans*. New York: Children's Press, 1997.

Part of the Changes series, this photo essay describes the process of making blue jeans from the harvesting of cotton through the weaving of cloth and sewing of the final product.

\*\* McCloskey, Robert. *Blueberries For Sal*. New York: Viking Press, 1948. ISBN 0-14-050.169 X (paperback.) In fresh and captivating pictures the author-artist tells what happens on a summer day in Maine when a little girl and a bear cub, wandering away from their blueberry-picking mothers, each mistake the other's mother for its own. The Maine hillside and meadows are real and lively, the quiet humor is entirely childlike, and there is just exactly the right amount of suspense for small children. A two-page picture spread shows an early kitchen from about the 1920's with the girl and her mother canning blueberries. This is a good reference for helping students develop the concept of food processing over time, as well as, other kitchen related changes. This author has written several classic pieces of literature for children.

\*\* **1999 Teacher Resource Guide**. Sacramento, CA: Foundation For Agriculture In The Classroom, Post Office Box 15949, Sacramento, CA 95852-0949. Phone: (916) 561-5625 or (800) 700-AITC Fax: (916) 561-5697. E-Mail: [cfaite@cfbf.com](mailto:cfaite@cfbf.com) Web Site: [www.cfaite.org](http://www.cfaite.org) This is a guide of educational materials about agriculture. It is provided free to California public and private school teachers. It has a wealth of information about programs sponsored by the California Foundation for Agriculture in the Classroom, resources available throughout the United States, background information, lesson plans you can order, plus complete sample lessons. This resource is a valuable tool for the teacher and the students. There are local representatives throughout California and you will often find them at a booth at History Social Science conferences.

Phipps, Barbara. *Economics America: Master Curriculum Guide in Economics Teaching Strategies K-2*. New York: National Council on Economic Education, 1993. ISBN 1-56183-470-X. This is a teacher resource manual. It demonstrates effective ways to teach economic concepts and within different subject areas. It provides excellent background information on economics for the teacher. Many effective lessons and activities are outlined step by step for the teacher with listed materials needed to complete the activities. An extensive list of recommended literature books is provided. This resource manual with the accompanying black-line student activities is a very complete economics program for students.

\*Robson, Pam. *What's for Lunch? Corn*. New York: Children's Press, 1997. ISBN 0-516-20823-3 (library binding) 0-516-26219 X (paperback.) The book provides an introduction to the corn we eat, starting at the farm with its planting and harvesting, until it is sold in the markets. Also discussed is the manufacture of other products made from corn.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Scholastic, 1972. ISBN 0-590-42144-1 (paperback.) Alexander goes through a typical day and experiences many unfortunate incidents. Students enjoy reading about Alexander and can usually relate their own lives to his quite easily. This story also helps by providing many examples of goods and services. *Alexander Who Use To Be Rich Last Sunday* (Macmillan, 1978), by the same author, is also recommended for use with this lesson.

\*\* Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic, 1989. ISBN 0-590-42635-4 (paperback.) This book follows one day of a pilgrim girl, Sarah Morton, on November 12, 1627 as she goes about her day. Full-color photographs taken at Plimoth Plantation, a living history museum in Plymouth, Massachusetts will transport you back to the time of the Pilgrims. This book, Marcia Sewall's *The Pilgrims of Plimoth* (Atheneum, 1986, ISBN 0-689-31250-4, hardcover) and Kate Water's *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* about a day during the summer rye harvest in 1627 are excellent for sharing and comparing life long ago to farming life today. They contain additional useful historical background information. Teachers can call Plimoth Plantation (1-508-7461622) for limited research help.

Wood, Don and Audrey. *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. Singapore: Child's Play, Ltd., 1995. ISBN 0-85953-012-4 (paperback.) A delightful story with charming illustrations about a mouse that is very creative in trying to hide the first strawberry of the season from a bear. The mouse loves strawberries and finally thinks of a way to share the delicious strawberry on his terms instead of the bear's. This story will help illustrate the concept of how we have favorite foods and what we will do to make sure we can enjoy them. Teachers can use this book to help motivate discussions about food, especially favorite foods.

**Resources for the Sample Topic****Books About Farming**

Altman, Linda J. *Amelia's Road*. Illustrations by Enrique O. Sanchez. Lee & Low Books Inc., 1993. ISBN 1-880000-04-0 (hardcover). Tired of moving around so much, Amelia, the daughter of migrant farm workers, dreams of a stable home.

Ardley, Neil. *The Science Book of things that Grow*. San Diego: Harcourt Brace Jovanovich. 1991. ISBN 0-15-200586-2 (hardcover). Simple experiments explain plant growth.

\*Bial, Raymond. *Portrait of a Farm Family*. Boston: Houghton Mifflin, 1995. ISBN 0-395-69936-3 (hardcover). A modern day family describes the life style of farming and the challenges it faces. A good resource book for comparing today with long ago. Using this book as a reference, students can make a time line of all the farm chores on a typical day.

Brown, Margaret Wise. *Big Red Barn*. New York: Harper & Row, 1989. Rhyming book about farm life with clear pencil drawing. This is a great early literacy selection for second grade.

Bushey, Jerry. *Farming the Land: Modern Farmers and their Machines*. Minnespolis, MN: Carolrhoda Books, 1987. ISBN 0-87614-493-8 (pbk). Using good photographs, this book discusses modern farming methods from plowing and disking to the harvest and the machines used to accomplish these jobs. This is a good resource book.

Capucilli, Alyssa Satin. *Inside A Barn In The Country*. New York: Scholastic, 1995. ISBN 0-590-47000--0 (pbk). A cumulative rebus read-along story about how the animals woke up each other and the farmer one night. Students will enjoy the book and could write their own version of a cumulative farm story.

Curran, Eileen. *Hello, Farm Animals*. Troll Associates, 1985. ISBN 0-8167-0346-9 (pbk). The book depicts farm animals in their natural settings doing their customary activities during one typical day on the farm. This is an easy text for students.

Ets, Marie Hall. *Just Me*. New York: Scholastic, 1965. ISBN 0-590-44247-3 (pbk). A Caldecott Honor Book about a little boy who visits many animals on a farm and tries to walk like them, but also runs like a boy when he needs to get his father's attention. Students can perform a pantomime game on animal and human movements. Musical rhythm instruments could also be added to further illustrate the movements.

*Food and Farming*. New York: Dorling Kindersley, 1993. ISBN 1-56458-387-2. A picturepedia complete with hundreds of photographs and drawings to help children find out how their favorite food finds its way into grocery stores and supermarkets.

Freedman, Russell. *Children of the Wild West*. New York: Clarion Books, 1983. ISBN 0-89919-143-6 (pbk). Historical photographs with explanatory text present a picture of life in the American West from 1840 to the early 1900s.

Hall, Donald. *The Farm Summer 1942*. New York: Dial Books, 1994. ISBN 0-8037-1502-1 (hdcr). A young boy spends the summer of 1942 on his grandparents' farm in New Hampshire while his mother works in the war effort in New York and his father serves on a destroyer in the Pacific. The boy learns

about such things as farm life, equipment used on a farm, how weather effects the harvesting season, and, the special relationship between grandson and grandparents. Students can use this story to develop concepts comparing city life to country life. This story could also be used to role play the life of a farmer.

\* Halley, Ned. *I Witness Book Series: Farm*. New York: Knopf, 1996. ISBN 0 679 88078 X (hdc). The format of this book is like all the other books in this series. Students can use it as a resource. It is very informative and has good illustrations.

Hol, Coby. *A Visit to the Farm*. North-South Books, 1989. ISBN 1-55858-000-X (hdc). A brother and sister visit a farm to get a basket of eggs, cheese, and a pail of fresh milk. They see a variety of animals and feed them as they go from one part of the farm to the next. Students can make a map of the farm or make a torn paper collage of their favorite farm animal or plant by using the illustrations in this book as a model.

Hutchins, Pat. *Rosie's Walk*. New York: Scholastic, 1968. ISBN 0-590-41239-6 (pbk). A delightful story about one of the potential dangers that farmers face. A hen outfoxes a fox without really knowing it, or did she? Students can role play this story with simple student-made stage decorations or back drops. Students could rewrite this story using other farm animals.

Johnston, Tony. *Yonder*. New York: Scholastic, 1988. ISBN 0-590-42887-X (pbk). With simple words and gracefully painted pictures, this story celebrates the seasons of animal, plant, and human life. The story tells what happens on a farm from one generation to the next in the mid-1800s. The illustrations are good models to use in having students paint scenes about their life or their ancestor's life. Students can make a time line to go with their paintings.

Locker, Thomas. *Family Farm*. New York: Dial Books, 1988. ISBN 0-8037-489-5 (hdc). A farm family nearly loses their home until they hit on the idea of growing and selling pumpkins and flowers to supplement their corn and milk sale.

MacLachlan, Patricia. *All The Places To Love*. HarperCollins. 1994. ISBN 0-06-021099-0 (lib. bdg). A young boy describes the favorite places that he shares with his family on his grandparents' farm and in the nearby countryside. It is a moving homage to the American farm, recreating all the glory and sweet simplicity of one family's connection to the land. The illustrations are wonderful paintings that support the text. Students can use this story to help them identify what they may feel are their favorite places and then paint pictures of them or write a poem about their favorite place using descriptive language.

\* McPhail, David. *Farmboy's Year*. New York: Antheneum, 1992. ISBN 0-689-31670-8 (hdc). Diary entries by a 12-year-old boy and magnificent paintings and pencil sketches evoke a boy's life on a New England farm in the 1800s. Students can write diary entries about their activities and then compare and contrast their entries with the farmboy's.

Nodset, Joan L. *Who Took The Farmer's Hat?* New York: Scholastic, 1963. ISBN 0-590-02950-9 (pbk). A story about how the wind and other things keep moving the farmer's hat. The farmer asks many of the farm animals if they have seen his hat and they give very imaginative responses. Students could easily turn this story into a reader's theater. Students could also draw pictures using an object in a different manner as illustrated in this story about a hat.

Nolen, Jerdine. *Harvey Potter's Balloon Farm*. New York: Scholastic, 1989. ISBN 0-590-50121-6 (pbk). This is a very imaginative story about a strange farmer who grows balloons. Even after the government inspectors come, he continues to grow his mysterious crop. Using the text as a model,

students can develop their own imaginative crop and make a flow chart showing how it gets to market. This book also could be used to help students understand the need and role of government inspectors. Job descriptions could be written of the various farm and food inspectors.

Polacco, Patricia. *Just Plain FANCY*. New York: Bantam, 1990. ISBN 0-440-40937-3 (pbk). This is a story about an Amish family and their traditions. It is good to use for learning about various cultures and traditions.

\* Provensen, Alice, and Martin Provensen. *The Year At Maple Hill Farm*. New York: Macmillan/Aladdin Books, 1978. ISBN 0-689-71270-7 (pbk). This book is about farm animals and what happens during one year on a farm. It helps students understand that a farm year is a cycle of seasons, and seasons are what the animals know. As a student activity compare and contrast this book with Gail Gibbons' *Farming* book.

Rangecroft, Derek, and Sandra Rangecroft. *My first Garden Sunflowers*. New York: Bantam, 1993. ISBN 0-440-40837-7 (pbk). Another book by this author is *My first Garden Tomatoes*.

Ripley, Dorothy. *Winter Barn*. New York: Random House, 1994. ISBN 0-679-84472-4 (pbk). A story in rhyme of a farmer who tends to the farm animals after winter comes and snow covers the ground. Best if read by the teacher first to model the flow of vocabulary and to stress the rhyme. Students may write a story in rhyme about one of the seasons on a farm. Students can make a cut-away diagram of a barn using the illustrations in this book.

Sawyer, Ruth. *Journey Cake, Ho!* New York: Puffin Books, 1978. ISBN 0 14 050.275 0 (pbk). A folklore story about a hard working farm family that faces hard times and makes a tough decision to cope with their dwindling supplies. Johnny, the son, leaves the farm, but the Journey Cake leads him on a merry chase that results in a farm yard full of animals and the family all together again. This is a Caldecott Honor Book. There are a number of activities based on the book, including constructing a chart of the farm chores of all the family members and compare them to the chores of their family members. Students may also compare and contrast problems meeting needs today compared to long ago.

\* Scott, Mary. *A Picture Book of Farm Animals*. Troll Associates, 1991. ISBN 0-8167-2151-3 (pbk). The book examines a variety of farm animals, including cattle and chickens, with appropriate informative text for second graders and simple illustrations. It is a good reference book for research and how to draw animals.

Ward, Lynd. *The Biggest Bear*. Boston: Houghton Mifflin, 1952. ISBN 0-395-15025-8 (pbk). A Caldecott Medal Book about a boy who lives on a farm in the late 1800's and goes out to the woods to hunt for the biggest bear, but ends up taking home a bear cub instead. Due to the trouble the bear causes at home and to the neighbors' farms, the boy needs to get rid of the bear.

*Who Lives on the Farm?* Illustrated by Lisa Bonforte. Racine, WI: Merrigold Press, 1980. A question and answer format is used to find out what animals live on a farm and what they do. The text is appropriate for second graders. Students could develop questions and answers about an imaginary farm using this book as a model. The book could also be used to write riddles by taking some of the information and turning the question into "What Farm Animal Am I?"

Wilder, Laura I. *Winter Days In The Big Woods*. Illustrations by Renee Graef. New York: HarperCollins, 1932. ISBN 0-06-023014-2 (hdc). A young pioneer girl and her family spend the winter in their log cabin in the Big Woods of Wisconsin.

\* Williams, Rozanne, L. *Long Ago and Today*. Illustrated by Meryl Treatner. Creative Teaching Press, Inc., 1996. ISBN 1-57471-138-5 (pbk).

### **Books About Fruits and Vegetables**

Ancona, George. *Bananas*. New York: Clarion Books, 1982. ISBN 0-89919-100-2 (pbk). This book follows the journey of a banana from Honduras where it is grown to North America where it is eventually consumed.

Bourgeois, Paulette. *The Amazing Apple Book*. Illustrated by Linda Hendry. Reading, MA: Addison-Wesley, 1987. ISBN 0-201-52333-7 (pbk). This book describes in simple text and illustrations the history, cultivation, and many uses of apples. Additional books by this author are *The Amazing Potato Book* and *Too Many Chickens*.

Bourgoing, Pascale, and Gallimard Jeunesse. *Vegetables in the Garden*. Illustrated by Gilbert Houbre. New York: Scholastic, 1989. ISBN 0-590-48326-9 (hdc).

Ehlert, Lois. *Eating the Alphabet*. San Diego, CA: Harcourt Brace, 1989. ISBN 0-15-224435-2 (hdc). This is an alphabetical tour of the world of fruits and vegetables, from an apricot and artichoke to yam and zucchini. A glossary at the end of the book offers useful and interesting information about each fruit and vegetable. It is a good children's book for building vocabulary and recognizing fruits and vegetables. Activity: Students make watercolor collages of fruits and vegetables and label them.

Ehlert, Lois. *Growing Vegetable Soup*. San Diego, CA: Harcourt Brace, 1987. ISBN 0-15-232575-1 (hdc). A father and child grow vegetables and then make them into soup. Activity: Students write a story about having a garden and using the crops to make a food product.

Gershator, Phillis. *Sweet, Sweet Fig Banana*. Albert Whitman, 1996. A Caribbean story of Soto who plants a baby banana. He cares for the banana until they are ready to take to market. The flavor of the island is apparent in vibrant colors and dialect.

Gillis, Jennifer, S. *An Apple A Day!..* Storey Communications, Inc., 1993. ISBN 0-88266-849-8 (pbk).

Gillis, Jennifer, S. *In A Pumpkin Shell*. Illustrated by Patti Delmonte. New York: The Trumpet Club, Inc., 1992. ISBN 0-440-83163-6 (pbk).

Greenaway, Kate. *An Apple Pie*. Derrydale Books, 1993. ISBN 0-517-09302-2 (hdc). This book introduces the letters A to Z while following the fortunes of an apple pie.

Hall, Zoe. *It's Pumpkin Time!* New York: Blue Sky Press, 1994. ISBN 0-590-47833-8. A sister and brother plant and tend their own pumpkin patch so they will have jack-o-lanterns for Halloween. The simple joys of gardening are clearly expressed in very appropriate language for primary age students. The bold exuberant collages depict each stage of growth clearly illustrate the growing cycle. Students can use the information page at the end of the book as a model for making a book about another crop.

Hutchings, Amy and Richard. *Picking Apples & Pumpkins*. New York: Scholastic, 1994. ISBN 0-590-48456-7 (pbk).

Jeunesse, Gallimard, and Bourgoing, Pascale. *Fruit*. Illustrated by P.M. Valet. New York: Scholastic, 1989. ISBN 0-590-45233-9 (hdc).

King, Elizabeth. *The Pumpkin Patch*. New York: Dutton Children's Books, 1990. ISBN 0-525-44640-0 (hdc). Text and photographs describe the activities in a pumpkin patch, as pink-colored seeds become fat pumpkins, ready to be carved into jack-o- lanterns.

Krauss, Ruth. *The Carrot Seed*. New York: HarperCollins, 1945. ISBN 0-06-023351-6 (hdc). This classic literature is about a young boy planting carrots. The clear pictures and text help students understand the plant cycle.

Kroll, Steven. Illustrated by Jeni Bassett. *The Biggest Pumpkin EVER*. New York: Scholastic, 1984. ISBN 0-590-41113-6 (pbk). A charming story about growing pumpkins. This is a good resource book.

Rangecroft, Derek, and Sandra. *My First Garden Pumpkins*. New York: Bantam, ISBN 0-440-40831-8 (pbk). This book comes with seeds. A clear and simple text will help young readers learn about growing pumpkins.

Rockwell, Anne. *Apples and Pumpkins*. New York: Scholastic, 1989. ISBN 0-590-45191-X (pbk).

Rogow, Zack. *Oranges*. Pictures by Mary Szilagyi. Orchard Books, 1988. A good presentation of the geographic and economic aspects of fruit is included in this book.

Silverstein, Shel. *The Giving Tree*. New York: Harper & Row, 1964. ISBN 06-025665-6 (hdc).

Titherington, Jeanne. *Pumpkin Pumpkin*. New York: Scholastic, 1986. ISBN 0-590-42871-3 (pbk).

### **Books About the Dairy and Dairy Products**

Aliki. Milk *From Cow To Carton*. New York: The Trumpet Club, 1992. ISBN 006-0204346 (hdc).

Gibbons, Gail. *The Milk Makers*. New York: Macmillan, 1985. ISBN 0-689-71116-6 (pbk). This book explains how cows produce milk and how it is processed before being delivered to stores. This author has written many other good books, such as, *The Honey Makers*, *From Seed To Plant*, *Marge's Diner*, *The Season of Arnold's Apple Tree*, *Weather Forecasting*, and *Weather Words and What They Mean*.

Illsley, Linda. *Cheese*. Minneapolis, MN: Carolrhoda Books, 1990. ISBN 0-87614-654-X (hdc). This book looks at the many varieties of cheese through the ages, how it is made today, and its role in nutrition.

Peterson, Chris. *Extra Cheese, Please! Mozzarella's Journey from Cow to Pizza*. Boyds Mills, 1994. Information geared to audience, with lots of interesting facts students are sure to enjoy. Photos feature children prominently. The book includes a glossary.

Wake, Susan. *Butter*. Minneapolis, MN: Carolrhoda Books, 1989. ISBN 0-87614-427-X (hdc). This book describes the origin, history, food value, and uses of butter and examines its use in food preparation. It includes some recipes. *Citrus* and *Vegetables* by the same author are other recommended books.

Wallace, Susan, and Catherine Ross. *The Amazing Milk Book*. Reading, MA 1991. ISBN 0-201-57087-4 (pbk). This book describes the content of milk, where it comes from, its various uses, and how it gets from cow to carton.

*A Visit to the Daily Farm*. Regensteiner, 1987. Bold color photos show young children visiting a dairy farm. The text is easily understood.

### **Books About Grains**

DePaola, Tomie. *Pancakes for Breakfast*. San Diego, CA: Harcourt Brace, 1978. ISBN 0-590-45136-7 (pbk). This wordless picture book is about a woman who gathers all the ingredients to make pancakes for breakfast. Activity: Students make a wordless picture book about collecting the ingredients favorite foods.

Dooley, Norah. *Everyone Bakes Bread*. Minneapolis, MN: Carolrhoda Books Inc. 1996. ISBN 0-87614-895-X. This book is part of a series about common foods that are prepared and eaten by various neighborhood families according to their culture and traditions. Carrie goes on an errand in her neighborhood and has bread at each house where she stops until she gets home and eats her mom's freshly baked bread. Recipes are included for seven types of bread. It helps students understand the similarities and differences in their own neighborhood. Activity: Students interview their family and close neighbors to determine if they have the same type of neighborhood. Graphs, recipes, and food samples could also be part of the activity. *Rice in Everybody's Bowl* is another title in this series.

Parkes, Brenda, and Judith Smith. *The Little Red Hen*. Crystal Lake, 1984. ISBN 0-454-014864. The classic tale about a hen that does all the work herself to grow the wheat, grind the wheat, and bake the bread. It is only when it is time to eat the bread that she gets offers of help.

Robbins, Ken. *Make Me a Peanut Butter Sandwich and a Glass of Milk*. New York: Scholastic, 1992. ISBN 0-590-43550-7. The text and hand-tinted photographs show how each part of a peanut butter sandwich and milk for lunch are made--from field, to store, to table.

### **Books About Processing Food and Food Products**

Aliki. *Corn Is Maize The Gift of the Indians*. New York: Harper Trophy, 1976. ISBN 0-06-445026-0 (pbk). An engaging description of how corn was found by Indian farmers thousands of years ago and how corn is grown and used today. An excellent resource book written for children. It is part of the Let's Read and Find Out series that has more than 100 titles, such as *Flash, Crash, Rumble, and Roll*, and *Sunshine Makes the Seasons*. Activity: Students make the corn husk doll or corn husk wreath described at the end of the book.

Amos, Janine. *Feeding the World*. Austin, TX: Steck-Vaughn, 1993. ISBN 00-8114-4918-1 (pbk). This book examines the problem of hunger in developing countries and discusses possible solutions.

Asch, Frank. *Popcorn*. New York: The Trumpet Club, 1979. ISBN 0-440-84743-5 (pbk). A charming story written for young readers about what happens when too much popcorn is made for a party. Activity: Students write a different ending to the story.

Badt, Karin L. *Good Morning, Let's Eat!* Chicago: Children's Press, 1994. ISBN 0-516-08190-X (pbk). This book looks at the food people from around the world eat for breakfast. It is a good book for comparing different cultures and traditions. Activity: Students create their own unique concept for a new breakfast menu.

Burns, Diane. *Sugaring Season: Making Maple Syrup*. Minneapolis, MN: Carolrhoda Books, 1990. ISBN 0-87614-554-3 (pbk). Describes, in text and photographs, the making of maple syrup from tapping the



tree and collecting the sap to cooking and packaging. *Cranberries: Fruit of the Bogs* is another book by the same author.

Busenberg, Bonnie. *Vanilla, Chocolate, & Strawberry: The Story of Your Favorite Flavors*. New York: Lerner, 1994. This book has it all: botany, technology, chemistry, and history. Everything you would want to know about the flavors vanilla, chocolate, and strawberry is comprehensively explored.

Cobb, Vicki. *More Science Experiments You Can Eat*. Illustrated by Giulio Maestro. New York: Scholastic, 1979. ISBN 0-590-43195-1 (pbk).

Cole, Joanna. *The Magic School Bus Inside the Human Body*. Illustrated by Bruce Degen. New York: Scholastic, 1989. ISBN 0-590-41427-5 (pbk).

dePaola, Tomie. *The Popcorn Book*. New York: Scholastic, 1978. ISBN 0-590-40264-1 (pbk). This book, written for children, provides a history of popcorn and its current usage. It also explains the different types of kernels and includes a story about popcorn. It is a good resource for learning the history of food.

Freidman, Ina R. *How My Parents Learned to Eat*. Illustrated by Allen Say. Boston: Houghton Mifflin, 1984. ISBN 0-395-35379-3 (pbk). An American sailor courts a Japanese girl and each tries, in secret, to learn the other's way of eating.

Gerson, Mary-Joan. *People of Corn A Mayan Story*. Boston: Little, Brown and Company, 1995. ISBN 0-316-30854-4 (hdc). After several unsuccessful attempts to create grateful creatures, the Mayan gods use sacred corn to fashion a people who will thank and praise their creators. This myth needs to be read to the students. Activity: Students choose a food and write a myth using this story as a model to learn the conventions of a myth. The colorful side panels by the illustrator also serves as a model for artwork.

\* Greenland, Peter, and Neil Curtis. *I Wonder How Bread Is Made*. Minneapolis, MN: Lerner, 1990. ISBN 0-8225-2375-2 (hdc). The book describes how bread is made, illustrating the process that begins in a wheat field and ends at a bakery. You'll see the tractors, flour mills, ovens, and other machines that help bring bread from the farm to the table. The text and pictures are very appropriate for second graders. This is a good book for a classroom resource center.

Hausherr, Rosmarie. *What Food Is This?* New York: Scholastic, 1994. ISBN 0-590-46583-X (hdc). This book discusses, in question-and-answer format, eighteen different foods representing the four food groups and provides additional information on nutrition, healthy eating habits, and meal preparation with kids in mind. It has good text and photographs for children. Activity: Students write a book about food in a question-and-answer format and illustrate it or use photographs they take.

Kalman, Bobbie, and Susan Hughes. *The Food We Eat*. New York: Crabtree, 1986. ISBN 0-86505-095-3 (pbk).

Lasky, Kathryn. *Sugaring Time*. New York: Macmillan, 1983. ISBN 0-689-71081-X (pbk). Text and photographs show how a family taps the sap from maple trees and processes it into maple syrup.

Mitgutsch, Ali. *From Blossom to Honey*. Minneapolis, MN: Carolrhoda Books, Inc., 1975. ISBN 0-87614-146-7 (hdc). This book describes how bees turn flower nectar into the honey that the beekeeper extracts from the hive. Other books of interest by this author that focuses on food, producers, and processes are *From Grain to Bread*, *From Fruit to Jam*, *From Grass to Butter*, *From Cotton to Pants*, *Form*

*Milk to Ice Cream, From Beet to Sugar, and Seed to Pear.* Minon of Spain publishes Spanish-language versions of these books.

Ontario Science Centre Staff. *Foodworks*. Illustrated by Linda Hendry. Reading, MA: Addison-Wesley, 1987. ISBN 0-201-11470-4 (pbk). This book discusses the role of food, what it does and how it acts inside the body, through explanatory text and science activities.

Palacios, Argentina. *Peanut Butter, Apple Butter, Cinnamon Toast*. Austin, TX: Steck-Vaughn, 1990. ISBN 0-8114-6745-7 (pbk). Riddles in rhyme describe foods such as spaghetti, popcorn, apples, and carrots. Activity: Students write riddles about their favorite foods and make a class book.

\* Patent, Dorothy, H. *Wheat the Golden Harvest*. New York: Dodd, Mead & Company, 1987. ISBN 0-396-08781-7 (hdc). Text and photographs describe how different varieties of wheat are planted, harvested, and processed into foods. The text may be too complex for some second graders, but the photographs are very good. It helps to clearly show the use of equipment and machines. Activity: Students use this book to draw the farm mural, especially the buildings, fields, and equipment.

\* Patent, Dorothy H. *Where Food Comes From*. New York: Holiday House, 1991. ISBN 0-8234-0877-9 (hdc). This book shows how grains, vegetables, fruits, and dairy and meat products begin on the farm.

Paulsen, Gary. *The Tortilla Factory*. San Diego, CA: Harcourt Brace, 1995. ISBN 0-15-292876-6 (hdc). The book is also available in Spanish. The author pays tribute to a cycle of life--from seed, to plant, to tortilla. Workers till the soil, operate the machines at the factory, drive the trucks that deliver the tortillas, and plant the seeds again. Very simple, but eloquent language is used. The paintings are expressive. Activity: Students create a cycle of life for a plant of their choice and write and illustrate it.

Priceman, Marjorie. *How to Make an Apple Pie and See the World*. New York: Alfred A. Knopf, 1994. ISBN 0-679-88083-6 (pbk). Since the market is closed, the reader is led around the world to gather the ingredients for making an apple pie.

Sendak, Maurice. *In The Night Kitchen*. New York: The Trumpet Club, 1970. ISBN 0-440-84730-3 (pbk).

Showers, Paul. *What Happens to a Hamburger*. Illustrated by Anne Rockwell. New York: The Trumpet Club, 1985. ISBN 0-440-84598-X (pbk). This is an interesting book about the ingredients that go into making a hamburger.

Thompson, Mary. *Gran's Bees*. Millbrook, 1996. A young girl and her dad help Gran harvest honey. The honey goes from the frames to jars. The text is simply, yet rich with information about bees and their cultivation.

\* Turner, Dorothy. *Bread*. Minneapolis, MN: Carolrhoda Books, 1989. ISBN 0-87614-359-1 (hdc). This book describes how bread is produced, prepared, and eaten. It also presents some background history, how it is used and made in different countries, as well as two recipes. A glossary and index are included. A good resource book for the students. Other books in this Food We Eat series are *Potatoes, Milk, and Eggs*.

### **Cook Books**

Meijer, Marie. *The Bake-A- Cake Book*. Illustrated by Charlotte Ramel. San Francisco: Chronicle Books, 1988. ISBN 0-8118-0693-6 (hdc). This wordless cookbook is written for children with clear plastic overlay pages that add key ingredients or show the change as food is being processed. Activity: Students make a wordless cookbook using one of their favorite recipes. Using clear plastic overlays would make it a special art project.

Buszek, Beatrice, R. *The Strawberry Connection*. Halifax, Nova Scotia: Nimbus Publishing Limited. 1984. ISBN 0-920852-31-9 (pbk). This is not your typical adult cookbook. In addition to recipes, it is filled with interesting facts, quotes, advice, and folklore. Other cookbooks by this author are *The Apple Connection*, *The Blueberry Connection*, and *The Cranberry Collection*. Activity: Students write a class cookbook of favorite recipes and add interesting facts, quotes, advice, and folklore.

Kramis, Sharon. *Berries A Country Garden Cookbook*. San Francisco: Collins Publishers, 1994. ISBN 0-00-255344-9 (hdc). The information and illustrations at the beginning of the book are especially helpful in learning about the many varieties of berries. This would be used as a resource book.

### **Poetry Books with Topic Related Poems**

Behn, Harry. *Trees*. Illustrated by James Endicott. New York: The Trumpet Club, Inc., 1949. ISBN 0-440-83290-X. The book and illustrations are a good example for young readers to learn how one poem tells a story. Activity: Students choose a poem and make it into a book.

Brenner, Barbara. *The Earth is Painted Green*. Illustrated by S.D. Schindler. New York: Scholastic, 1994. ISBN 0-590-45134-0 (hdc). This is an illustrated collection of poems from around the world about various aspects of green life on earth.

Cole, Joanna. *Anna Banana 101 JumpRope Rhymes*. Illustrated by Alan Tiegreen. New York: Scholastic, 1989. ISBN 0-590-44846-3 (pbk). An introduction tells the history of jumping rope and jump rope rhymes. Many rhymes relate to the topic.

Izumi, Steven. *Believers in America*. Illustrated by Bill Fukuda McCoy. Children's Press, Inc., 1994. ISBN 0-516-05152-0 (hdc). This book has poems about Asian Americans such as Patsy Mink, Kristi Yamaguchi, and Wang Laboratories founder Dr. Ann Wany. One suggested poem for the teacher to read is "Filipino Migrant Workers."

Prelutsky, Jack. *The New Kid on the Block*. New York: Greenwillow Books, 1984. ISBN 0-688-02271-5 (hdc). Humorous poems about such strange creatures and people as Baloney Belly Billy and the Gloopy Gloppers.

Prelutsky, Jack. *The Random House Book of Poetry for Children*. Illustrated by Arnold Lobel. New York: Random House, 1983. ISBN 0-394-85010-6 (hdc). This poetry anthology includes more than 550 poems by American, English, and anonymous authors.

Prelutsky, Jack. *Ride a Purple Pelican*. New York: Greenwillow Books, 1986. ISBN 0-688-04031-4 (hdc). A collection of short nonsense verses and nursery rhymes.

Schenk de Regniers, Beatrice. *Sing a Song of Popcorn Every Child's Book of Poems*. New York: Scholastic. ISBN 0-590-40645-0 (hdc). A collection of poetry ranging from ancient to contemporary and illustrated by Caldecott Medal-winning artists.

Silverstein, Shel. *Where the Sidewalk Ends*. New York: Harper & Row, 1974. ISBN 06-025667-2 (hdc). The book includes many, many imaginative and humorous poems about the topics of this unit.

Westcott, Nadine, B. *Peanut Butter and Jelly*. New York: Dutton, 1987. ISBN 0-525-44317-1 (hdc). Rhyming text and illustrations explain how to make a peanut butter and jelly sandwich. It includes instructions for accompanying hand and foot motions at the end of the book.

### **Literature Books With Food and Topic Related Themes**

Aliki. *A Medieval Feast*. New York: Harper & Row, 1983. ISBN 0-06-446050-9 (pbk). This book describes the preparation and celebration of a medieval feast held at an English manor house entertaining royal guests.

Brown, Marcia. *Stone Soup*. New York: Simon and Schuster Children's. 1975. ISBN 0-684-92296-7 (hdc). This is a classic tale in which all the townspeople share a delicious soup that started out as a stone and water and was made by a stranger. Students can use the story as a model to make a play with puppets or themselves as actors.

Cole, Joanna. *The Magic School Bus Gets Baked In A Cake - A Book About Kitchen Chemistry*. New York: Scholastic, 1995. ISBN 0-590-22295-3 (pbk). This book shows how similar cooks and chemists can be. Students learn many concepts from the text and the illustrations. An experiment for parents, teachers, and children is at the end of the book.

dePaola, Tomie. *Strega Nona*. New York: Simon & Schuster, 1975. ISBN 0-671-66606-1 (pbk). An old tale retold and illustrated by Tomie de Paola. Big Anthony works for Strega Nona but must never touch the "magic" pasta pot. He does when she is gone and the whole town is concerned when pasta begins to enter the town. Activity: Students write a story about another food that has a magic twist.

de Paola, Tomie. *Strega Nona's Magic Lessons*. San Diego, CA: Harcourt Brace Jovanovich, 1982. ISBN 0-15-281786-7 (pbk). Big Anthony disguises himself as a girl in order to take magic lessons from Strega Nona after losing his job at a bakery.

Duvoisin, Roger. *Petunia*. New York: Alfred A. Knopf, 1950. ISBN 0-394-82589-6 (pbk). A very proud and silly goose acts very wise when she finds a book. Unfortunately, she really can not read so when the farm animals ask for advice, Petunia causes a lot of trouble.

Everitt, Betsy. *Mean Soup*. San Diego, CA: Harcourt Brace Jovanovich, 1992. ISBN 0-15-200227-8 (pbk). Horace feels really mean at the end of a bad day until he helps his mother make a very creative Mean Soup. A good book for the teacher to read to the students first, especially after the students have read *Alexander, and the Terrible, Horrible, Very Bad Day*. Students write a story to make other types of soups, such as, Happy Soup or Silly Soup.

Kasza, Keiko. *The Wolf's Chicken Stew*. New York: The Trumpet Club, 1987. ISBN 0-440-84433-9 (pbk). A hungry wolf thinks of a plan to fatten up a chicken that he wants for dinner. His first plan doesn't work, so he has to think of something else to satisfy his craving.

Lionni, Leo. *Mr. McMouse*. New York: Alfred A. Knopf, 1992. ISBN 0-679-83890-2 (pbk). Timothy, a city mouse who has been transformed into a tiny man, searches for his true identity among a group of field mice.

McGovern, Ann. *The Pilgrims' First Thanksgiving*. New York: Scholastic, 1988. This paperback presents the traditional story of the Pilgrims in simple language.

Numeroff, Laura J. *If You Give a Moose A Muffin*. Illustrated by Felicia Bond. New York: Scholastic, 1991. ISBN 0-590-45508-7 (pbk). This book begins a tale of what might happen if you give a moose a muffin by having one event lead to the next in a humorous, but "moose logic" order. Another book *If You Give a Mouse a Cookie*, by the same author, follows a similar pattern. Students will have fun making up their own stories using this pattern.

Patron, Susan. *Burgoo Stew*. New York: Orchard Books, 1991. ISBN 0-0531-05916-2 (hdc). This is a modern day version of *Stone Soup*. Old Billy Que tames a group of rough hungry boys when they come to steal food from him by making his special stew.

Peet, Bill. *Big Bad Bruce*. Boston: Houghton Mifflin, 1977. ISBN 0-395-25150-8 (pbk). Bruce, a bear bully, never picks on anyone his own size until he is diminished in more ways than one by a small but very independent witch.

Pelham, David. *Sam's Sandwich*. New York: Dutton Children's Books, 1990. ISBN 0-525-44751-2 (pbk). Sam's sister wants a sandwich with everything on it. But Sam adds a few extra surprises. The text rhymes. The book and pages are shaped like a real sandwich, each page representing an ingredient in a sandwich. A portion of the page flips up to reveal the "extra surprise." Students will love this creative book. Other interesting books are Sam's Snack, *Sam's Pizza*, and *The Sensational Samburger*. Have students make a similar shape book about their favorite sandwich.

Polacco, Patricia. *Chicken Sunday*. New York: Scholastic, 1992. ISBN 0-590-46244-X (pbk). This heartwarming story is about family traditions and how some grandchildren overcome their fears of an unfriendly neighbor to get grandmother an Easter bonnet.

Potter, Beatrix. *The Tale of Peter Rabbit*. New York: Frederick Warne & Co, 1902. ISBN 0-7232-3485-X (pbk). This classic story is a good addition to the library.

Robart, Rose. *The Cake That Mack Ate*. Illustrated by Maryann Kovalski. Boston: Little, Brown and Company. 1986. ISBN 0-316-74891-9 (pbk). This charming book is good for early readers because of the rhyming vocabulary.

Slepian, Jan, and Ann Seidler. *The Hungry Thing Returns*. New York: Scholastic, 1990. ISBN 0-590-42891-8 (pbk). An creative children's story about the "Hungry Thing" and her child that visit a school and ask for very imaginative food. The children respond and soon become friends. See also *The Hungry Thing Goes To A Restaurant* by the same author.

Soto, Gary. *Too Many Tamales*. Putnam, 1993. As Maria helps make tamales for Christmas, she loses her mother's wedding ring.

Stevens, Janet. *The Town Mouse and the Country Mouse*. New York: Holiday House. 1987. ISBN 0-8234-0733-0 (pbk). This is an adaptation of one of the Aesop Fables that is: "It's better to have beans and bacon in peace than cakes and pies in fear." Another good version is by the very imaginative and talented Jan Brett. (Putnam's Sons, 1994 ISBN 0-399-22622-2). Activity: Students compare and contrast common eating habits of people who live in the city and people who live in the country. Students write their own version about two characters who trade places.

**Books About Markets and Distribution**

- Forest, Heather. *The Baker's Dozen*. Illustrated by Susan Gaber. San Diego, CA: Harcourt Brace, 1988. ISBN 0-15-200412-2 (hdc). A greedy baker who offends a mysterious old woman suffers misfortune in his business, until he discovers what happens when generosity replaces greed.
- Field, Rachel. *General Store*. Illustrated by Nancy Winslow Parker. New York: Greenwillow Books, 1926. ISBN 0-688-07353-0 (hdc). A girl imagines the general store she will own some day and all the things for sale in it, from bolts of calico to bunches of bananas.
- Grossman, Bill. *Tommy At The Grocery Store*. Illustrated by Victoria Chess. New York: The Trumpet Club, 1989. ISBN 0-440-84456-8 (pbk).
- Hautzig, David. *At the Supermarket*. Orchard Books, 1994. Informative photo essay of a supermarket in a 24 hour time frame. Color pictures and brief, interesting, and informative text. It includes excellent examples of behind the scene activities.
- Horwitz, Joshua. *Night Markets*. New York: Thomas Y. Crowell, 1984. ISBN 0-06-446046-0 (pbk). Text and photographs document the activities at a variety of wholesale markets that supply meat, fish, produce, baked goods, and dairy products to New York City.
- Kimmelman, Leslie. *Frannie's Fruits*. New York: HarperCollins, 1989. The operation and business of a family-owned fruit stand are charmingly depicted here.
- Lobel, Arnold. *On Market Street*. New York: Scholastic, 1981. ISBN 0-590-41004-0 (pbk).
- Low, Alice. *The Popcorn Shop*. Illustrated by Patti Hammel. New York: Scholastic, 1993. ISBN 0-590-47121-X (pbk). To keep up with demand, Popcorn Nell buys a very large popping machine, but when it pops day and night, it makes far too much popcorn!
- Parker, Nancy Winslow. *Money, Money, Money*. New York: HarperCollins, 1995. ISBN 0-06-023411-3 (hdc). This book is about the meaning of the art and symbols on United States paper currency. It gives a history of our currency and information about all the people who appear on the currency. Students curious about our money will find many answers, but in a text that will need to be read to some of the students because of the vocabulary. Activity: Students design new currency for the next century.
- Pearson, Tracey, C. *The Storekeeper*. New York: Dial Books For Young Readers, 1988. ISBN 87-36602 (pbk).
- Slobodkina, Esphyr. *Caps For Sale*. New York: Scholastic, 1940. ISBN 0-59041080-6. (pbk).
- Shefelman, Janice. *A Peddler's Dream*. Illustrated by Tom Shefelman. Boston: Houghton Mifflin, 1992. ISBN 0-395-60904-6 (hdc). A Lebanese man who comes to the United States seek his fortune suffers several setbacks, but makes his dream come true.

**Books About Jobs**

- Bridwell, Norman. *Clifford's Good Deeds*. New York: Scholastic, 1991. ISBN 0-590-638246 (pbk). *Clifford and the Big Storm* would be another book to use as a resource.

Perham, Molly, *People At Work*. Dillon, 1986. The text and photographs in this book describe various jobs performed by people around the world, including nursing, fishing, sheep farming, filmmaking, and fire fighting.

Rey, H. A. *Curious George Takes a Job*. New York: Scholastic Inc. 1947. ISBN 0-590-33892-7 (pbk). Another book to consider is *Curious George and the Pizza*. New York: Scholastic, 1985. ISBN 0-590-40431-8 (pbk).

Scarry's, Richard. *Busiest People Ever*. New York: Random House, 1976. ISBN 0-394-832930 (pbk).

Spier, Peter. *People*. New York: The Trumpet Club, 1989. ISBN 0-440-8413-7 (Big Book). This book depicts how people all over the world are the same and different in a wide range of topics, such as, food, jobs, homes, traditions, and clothes. The illustrations and concepts are good resources. As an activity related to the book, students trace a job or another concept around the world.

### **Books About People**

Franchere, Ruth. *Cesar Chavez*. Illustrated by Earl Thollander. New York: Harper Trophy, 1970. ISBN 0-06-446023-1 (pbk).

Lindbergh, Reeve. *Johnny Appleseed*. Boston: Little, Brown and Company, 1990. ISBN 0-316-52634-7 (pbk). Rhymed text and illustrations relate the life of John Chapman, whose distribution of apple seeds and trees across the Midwest made him a legend and left a legacy still enjoyed today. For other versions of the folktale see Steven Kellogg's *Johnny Appleseed* (Scholastic, 1988 ISBN 0-590-42616-8) and Alikì's *The Story of Johnny Appleseed* (The Trumpet Club, 1963 ISBN 0-440-84984-5).

Mitchell, Barbara. *A Pocketful of Goobers A Story about George Washington Carver*. Illustrations by Peter E. Hanson. Minneapolis, MN: Carolrhoda Books, Inc. 1986. ISBN 0-87614-474-1 (pbk). This book relates the scientific efforts of George Washington Carver, especially his development of more than 300 uses for the peanut. For another biography see Eva Moore's *The Story of George Washington Carver* (Scholastic, 1971 ISBN 0-590-42660-5).

### **Resources for Other Topics**

#### **Books About Water**

Aardema, Verna. *Bringing The Rain To Kapiti Plain*. New York: Scholastic, 1981. ISBN 0-590-042870-5 (pbk).

Ardley, Neil. *The Science Book of Water*. San Diego, CA: Harcourt Brace Jovanovich, 1991. ISBN 0-15-200575-7 (hdc). Simple experiments demonstrate the properties of water.

Asch, Frank. *Water*. San Diego, CA: Harcourt Brace, 1995. ISBN 0-15-200189-1 (hdc).

Cole, Joanna. *The Magic School Bus at the Waterworks*. Illustrated by Bruce Degen. New York: Scholastic, 1986. ISBN 0-590-40360-5 (pbk).

Rauzon, Mark, J., and Cynthia O. Bix. *Water, Water Everywhere*. San Francisco: Sierra Club Books for Children, 1994. ISBN 0-87156-598-6 (hdc). This book describes the forms water takes, how it has shaped earth, and its importance to life.

### **Books About The Weather**

Ada, Alma, F. Illustrated by Kim Howard. *Medio-pollito Half-Chicken*. New York: Delacorte Press, 1995. ISBN 0-385-32044-2 (hdc). A Mexican folktale that explains why the weather vane has a little rooster on one end that spins around to let us know which way the wind is blowing.

Ardley, Neil. *The Science Book of Weather*. San Diego, CA: Harcourt Brace Jovanovich, 1992. ISBN 0-15-200624-9 (hdc). Simple experiments demonstrate the different forces that cause different kinds of weather.

\* Barrett, Judi. *Cloudy With a Chance of Meatballs*. New York: Macmillan, 1978. ISBN 0-689-70749-5 (pbk). Life is delicious in the town of Chewandswallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers-until the weather takes a turn for the worse.

Branley, Franklyn, M. *Air Is All Around You*. Illustrated by Holly Keller. New York: Harper & Row Junior Books, 1962. ISBN 0-690-04502-6 (pbk). This book describes the various properties of air and shows how to prove that air takes up space and dissolves in water.

Donovan, Mary, L. *Papa's Bedtime Story*. Illustrated by Kimberly Bulcken Root. New York: The Trumpet Club, Inc., 1993. ISBN 0-440-83265-9 (pbk).

Ets, Marie, H. *Gilberto and the Wind*. New York: Penguin Books, 1963. ISBN 0-14-050.276-9 (hdc).

Gibbons, Gail. *Weather Forecasting*. New York: Macmillan, 1978. ISBN 0-02-737250-2 (hdc). This book describes forecasters at work in a weather station as they use sophisticated equipment to track and gauge the constant changes in the weather.

Gibbons, Gail. *Weather Words and What They Mean*. New York: Holiday House, 1990. ISBN 0-8234-0805-1 (pbk). This book introduces basic weather terms and concepts.

Jeunesse, Gallimard, and Pascale D. Bourgoing. *Weather*. New York: Scholastic, 1989. ISBN 0-590-45234-7 (hdc).

Jefferies, Lawrence. *Air Air Air*. Illustrated by Lewis Johnson. Troll Associates, 1983. ISBN 0-89375-881-7 (pbk).

McKissack, Patricia, C. Illustrated by Jerry Pinkney. *Mirandy and Brother Wind*. New York: The Trumpet Club, 1988. ISBN 0-440-84073-2 (pbk).

Rius, Maria, and J. M. Parramon. *The Four Elements*. New York: Barron's Educational Series, 1994. ISBN 0-8120-3597-6 (pbk).

Zolotow, Charlotte. *The Storm Book*. New York: Harper & Row Publishers, 1952. ISBN 0-06-443194-0 (pbk).

### **Books About Transportaion**



Barton, Byron. *Trucks*. New York: Thomas Y. Crowell, 1986. This book joins Barton's *Trains* and *Boats* in depicting how goods are transported.

DiLFiori, Lawrence. *The Truck Book*. Racine, WI: Western Publishing Company, Inc., 1984. ISBN 0-307-12299-9 (hdcr).

Gere, Bill. *The Truck Book*. Illustrated by Tom LaPadula. Racine, WI: Western Publishing Company, Inc.. ISBN 0-307-68751-0 (pbk).

Jenuness, Gallimard. *Boats*. Illustrated by Christian Broutin. New York: Scholastic, 1992. ISBN 0-590-47131-7 (hdcr).

Jenuness, Gallimard. *Airplanes and Flying Machines*. Illustrated by Christian Broutin. New York: Scholastic, 1989. ISBN 0-590-45267-3 (hdcr).

Jenuness, Gallimard. *Cars and Trucks and Other Vehicles*. Illustrated by Christian Broutin. New York: Scholastic, 1990. ISBN 0-590-62371-0 (hdcr).

Maestro, Betsy, and Ellen DeVecchio. *Big City Port*. New York: Macmillan Publishing Company. 1983. ISBN 0-02-762110. (hdcr) The text and illustrations describe the unceasing activities at a busy seaport, including the coming and going of various ships and the moving of cargo by big machines. Students will be able to read the book themselves and learn from the pictures. Students write a job description about working on one of the boats and draw a map of the world showing where one of the cargo ships picked up its cargo.

Maestro, Giulio, and Betsy Maestro. *Delivery Van Words for Town and Country*. New York: Clarion Books, 1990. ISBN 0-395-51119-4 (hdcr). The reader is introduced to typical town and country words such as "roadside stand," "village," "dairy farm," and "marina" as a delivery van and its woman driver travel through a busy workday.

Rickard, Graham. *Airports*. Bookwright, 1987. This is an explanatory book with photographs. See also *Helicopters* by the same author.

Scarry's, Richard. *Hop Aboard! Here We Go!* Racine, WI: Western Publishing Company, Inc., 1972.

### **Bibliography of Spanish Titles**

*El tiempo. The Weather*. Lectorum, 1992. ISBN 84-348-3470-7. Text and illustrations introduce students to climate and weather.

*La gallinita roja; un cuento viejo. The Little Red Hen: an old story*. New York: Farrar, 1992. ISBN 0-374-34285-7. A tale of the little red hen who is rewarded after she does all the work while her friends merely sit by and watch.

*La granja. The Farm*. Lectorum, 1992. ISBN 84-348-3809-5. Text and illustrations introduce various animals found on a farm.

Ada, Alma. *Mediopollito/Half Chicken*. Doubleday, 1995. ISBN 0-385-32044-2. A Mexican folk tale, told in English and Spanish, which explains why the weather vane has a little rooster on one end to let us know which way the wind is blowing

Aliki. *La historia de Johnny Appleseed*. Lectorum, 1992. ISBN 0-9625162-6-0. The story of Johnny Appleseed.

Aliki. *Una fiesta medieval. A medieval feast*. Lectorum, 1983. ISBN 0-06-446050-9. The book describes the preparation and celebration of a medieval feast held at an English manor house entertaining royal guests.

Altman, Linda. *El camino de Amelia. Amelia's Road*. Publisher Group West, 1993. ISBN 1-880000-04-0. Tired of moving around so much, Amelia, the daughter of migrant farm workers, dreams of a stable home.

Beech, Linda, W. *El autobus magico en el mueseio encantado; un libro sobre los sonidos. The Magic School Bus in the Haunted Museum*. New York: Penguin, 1995. ISBN 0-590-48412-5. Ms. Frizzle's class learns how sound is made when they spend the night in a haunted sound museum.

Brown, Marcia. *Sopa de piedras. Stone Soup*. Lectorum, 1991. ISBN 0-684-92296-7. When 3 hungry soldiers come to a town where all the food has been hidden, they set out to make soup of water and stones.

Cole, Joanna. *El autobus magico en el cuerpo humano. The Magic School Bus Inside the Human Body*. Penguin, 1993. ISBN 0-590-41427-5. A field trip on the magic school bus shows the class a first-hand look at major parts of the body and how they work.

Cole, Joanna. *El autobus magico en el interior de la Tierra. The Magic School Bus Inside the Earth*. New York: Penguin, 1991. ISBN 0-590-40760-0. On a special field trip in the bus, Ms. Frizzle's class learn about different kinds of rocks and the formation of the earth.

Covault, Ruth. *Pablo and Pimienta/Pablo y Pimienta*. North Land Publishers, 1996. ISBN 0-87356-586-7. This book is about the experiences of migrant farm workers, this bilingual story has a authentic ring and maintains the child's point of view.

DePaola, Tomie. *El libro de las palomitas de maiz. The Popcorn Book*. Holiday, 1993. ISBN 0-8234-1058-7. Presents a variety of facts about popcorn and includes 2 recipes.

Dorros, Arthur. *Radio man/Don Radio*. New York: HarperCollins, 1993. ISBN 0-06-021548-5. A story, in English and Spanish, of Diego who relies on his radio as he travels with his migrant family.

Fowler, Allan. *El huevo o la gallina? The Chicken or the Egg?* Grolier, 1993. ISBN 0-516-36008-6. A Brief look at the physical characteristics, breeds and habits of chickens and at how modern poultry farms produce eggs and chickens.

Fowler, Allan. *Graciaas a las vacas. Thanks to Cows*. Grolier, 1992. ISBN 0-516-34924-4.

Fowler, Allan. *Los limpios e inteligentes cerdos. Smart, Clean Pigs*. Grolier, 1993. ISBN 0-516-36013-2.

Fowler, Allan. *Nos gusta la frutal! We love Fruit!* Grolier. 1993. ISBN 0-516-36006-X.

Fowler, Allan. *Y an podria ser agua. It Could Still Be Water.* Grolier, 1993. ISBN 0-516-06003-1. A simple description of the uses, properties, and forms of water.

Gordon, Sharon. *Samuel el espantapajaros. Sam the Scarecrow.* Troll, 1981. ISBN 0-59375-287-8.

Hazen, Barbara. *Tiempos duros. Tight Times.* New York: Penguin, 1993. ISBN 0-670-71287-6. A youngster is not sure why a thing called “tight times “ means not getting a dog.

Herrera, Juan. *Calling the doves/El canto de las palomas.* Children’s Book Press, 1995. ISBN 0-89239-132-4. The author recalls, in both English and Spanish, his childhood in the mountains and valleys of California with his farm worker parents who inspired him with poetry and song.

Hoban, Russell. *Pan y mermalada para Francisca. Bread and Jam for Frances.* New York: HarperCollins, 1995. ISBN 0-06-443096-0. “Jam on Toast,” sings Frances about the food she likes most...until she has it for the sixth meal in two days.

McKissack, Patricia. *La gallinita roja; un cuento viejo. The Little Red Hen.* New York: Penguin, 1987. ISBN 0-516-32363-6. No one will help little red hen plant and care for the wheat she finds, but all are willing to eat the bread she bakes from it.

McKissack, Patricia. *El ratoncito del campo y el ratoncito de la ciudad. Country mouse and City Mouse.* Grolier, 1986. ISBN 0-516-32362-8.

McNaught, Harry. *Los camiones. The Truck Book.* New York: Random, 1993. ISBN 0-394-85220-6. Students see many different kinds of trucks and how they are used.

Namm, Diane. *Osito. Little Bear.* Grolier, 1990. ISBN 0-516-35356-X. Little Bear is quite sure about what he wants to eat.

Numeroff, Laura. *Si le das un panecillo a un alce. If You Give a Moose a Muffin.* New York: HarperCollins, 1995. ISBN 0-06-024405-4. Chaos can ensue if you give a moose a muffin and start him on a cycle of urgent requests.

Numeroff, Laura. *Si le das una galletita a un raton. If You Give a Mouse a Cookie.* New York: HarperCollins, 1995. ISBN 0-06-024586-7. Relating the cycle of request a mouse is likely to make after your give him a cookie takes the reader through a young child’s life.

Petrie, Catherine. *A Pedro Perez le gustan los camiones. Joshua James Likes Trucks.* Grolier, 1982. ISBN 0-516-03525-8. A little boy likes all kinds of trucks.

Potter, Beatrix. *Pedrin el conejo travieso. Peter Rabbit.* New York: Penguin, 1981. ISBN 0-7232-1797-1.

Relf, Patricia. *El autobus magico planta una semilla; un libro sobre como cresen. The Magic School Bus Plants Seeds.* New York: Penguin, 1995. ISBN 0-590-22851-X. On a special trip on the magic school bus, Ms. Frizzle’s class learns about seeds, flowers and plants.

Roberts, Naurice. *Cesar Chavez y La Causa. Cesar Chavez and La Causa.* Grolier, 1986. ISBN 0-516-33484-0.

- Rohmer, Harriet. *El hermano anansi y el rancho de. Brother Anansi and the Cattle Ranch*. Children's Book Press. ISBN 0-89239-142-1. A bilingual folk tale. "Anansi ends up a cattle rancher in a charming victory of brain power over brawn.
- Seuss, Dr. *Huevos verdes con jamon. Green Eggs and Ham*. Lectorum, 1992. ISBN 1-860507-01-3. Juan Ramon tries to convince his friend to try green eggs and ham.
- Slobodkina, Esphyr. *Se venden gorras. Caps for Sale*. New York: HarperCollins, 1995. ISBN 0-06-443401-X. A band of mischievous monkeys steals every one of a peddler's caps while he takes a nap under a tree.
- Snow, Pegeen. *Come los guisantes, cuanto antes! Eat your peas, Louise!* Grolier, 1989. ISBN 0-516-32067-X. Louise is given all sorts of reasons for eating her peas.
- Torres, Leyla. *El Sancocho del sabado. Saturday Sancocho*. New York: Farrar, 1995. ISBN 0-374-36418-4. Maria Lili and her grandmother barter a dozen eggs at the market square to get the ingredients to cook their traditional Saturday chicken.
- Viorst, Judith. *Alexander y el dia terrible, horrible, espantoso, horroroso. Alexander and theTerrible, Horrible, No Good, VeryBad Day*. Simon & Schuster, 1989. ISBN 0-689-71173-5. See information in the English bibliography.
- Viorst, Judith. *Alexander, que era rico el Domingo pasado. Alexander, Who Used To Be Rich Last Sunday*. Simon & Schuster, 1989. ISBN 0-639-71199-9. See information in the English Bibliography.
- Webster, Vera. *Experimentos atmosfericos. Weather Experiments*. Grolier, 1986. ISBN 0-516-31662-1.

STANDARDS & ASSESSMENT DIVISION REGRETS  
THAT, DO TO TECHNICAL DIFFICULTIES, WE ARE  
UNABLE TO INCLUDE THE APPENDICES IN THIS  
EDITION.

APPENDICES WILL BE INCLUDED IN THE NEXT  
VERSION, HOWEVER.